

**Texas Education Agency
Standard Application System (SAS)**

2014-2017 Texas Title I Priority Schools, Cycle 3

Program authority:	P.L. 107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003(g)	FOR TEA USE ONLY Write NOGA ID here:
Grant period:	August 1, 2014 – July 31, 2017. Pre-award costs permitted from grant preliminary award date to July 31, 2014.	
Application deadline:	5:00 p.m. Central Time, May 20, 2014	Place date stamp here: Received Texas Education Agency 2014 MAY 20 PM 2:47
Submittal information:	Six complete copies of the application, at least three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494	
Contact information:	Shayna Ortiz Sheehan: shayna.sheehan@tea.state.tx.us; (512) 463-2617	

Schedule #1—General Information

Part 1: Applicant Information

Organization name San Antonio ISD	Vendor ID # 74-6002167	Mailing address line 1 141 Lavaca Street	
Mailing address line 2	City San Antonio	State TX	ZIP Code 78210
County- District # 015907	Campus number and name 118-Crockett Elementary School	ESC Region # 20	US Congressional District # TX-35
			DUNS # 069451631

Primary Contact

First name Mary	M.I. E	Last name Macias	Title Assistant Superintendent
Telephone # 210-554-2510	Email address mmacias@saisd.net		FAX # 210-554-2510

Secondary Contact

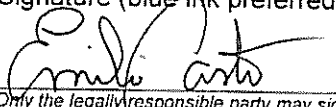
First name John	M.I. J	Last name Strelchun	Title Grants Director
Telephone # 210-554-2535	Email address jstrelchun@saisd.net		FAX # 210-228-3131

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name Emilio	M.I. E	Last name Castro	Title Deputy Superintendent
Telephone # 210-554-2270	Email address Ecastro2@saisd.net		FAX # 210-228-3129
Signature (blue ink preferred)			Date signed


Only the legally responsible party may sign this application.

5/19/2014

Schedule #1—General Information

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9	Supplies and Materials (6300)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10	Other Operating Costs (6400)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11	Capital Outlay (6600/15XX)	<input type="checkbox"/>	<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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On this date:

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By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
	No fiscal-related attachments are required for this grant.	
	No program-related attachments are required for this grant.	

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances
☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurances that if it receives TTIPS funds to serve one or more campus that it will ensure that each campus receives all of the state and local funds it would have received in the absence of the TTIPS grant funds. As a result, an LEA must provide a TTIPS grantee campus all of the non-Federal funds the campus would have received were it not a TTIPS grantee campus, and TTIPS funds must supplement the <i>amount</i> of those non-Federal funds. Note, however, that the campus does not need to demonstrate that TTIPS funds are used only for activities that supplement those activities the campus would otherwise provide with non-Federal funds.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	<p>The LEA provides assurance that it will meet the following federal requirements:</p> <ul style="list-style-type: none"> A. Use its School Improvement Grant to implement fully and effectively an intervention in each Priority or Tier I and Tier II school that the LEA commits to serve consistent with the final requirements. B. Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Priority or Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds. C. If it implements a restart model in a Priority, Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements. D. Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality. E. Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding. F. Report to the SEA the school-level data required under section III of the final requirements.
4.	The LEA provides assurance that it will participate in any evaluation of the grant conducted by the U.S. Department of Education, including its contractors, or the Texas Education Agency, including its contractors.
5.	<p>If the LEA/campus selects to implement the turnaround model, the campus must implement the following federal requirements.</p> <ul style="list-style-type: none"> A. Replace the principal and grant the new principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates; B. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students; <ul style="list-style-type: none"> 1. Screen all existing staff and rehire no more than 50 percent; and 2. Select new staff. C. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school; D. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;

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Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

#	Provision/Assurance
5.	<p>E. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new "turnaround office" in the LEA or SEA, hire a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;</p> <p>F. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards;</p> <p>G. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;</p> <p>H. Establish schedules and implement strategies that provide increased learning time (as defined in this notice); and</p> <p>I. Provide appropriate social-emotional and community-oriented services and supports for students.</p>
6.	<p>If the LEA/campus selects to implement the school closure model, the campus must implement the following requirement.</p> <p>A. Enroll the students who attended that school in other schools in the LEA that are higher achieving within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.</p> <p>B. A grant for school closure is a one-year grant without the possibility of continued funding.</p>
7.	<p>If the LEA/campus selects to implement the restart model, the campus must implement the following federal requirements.</p> <p>A. Convert or close and reopen the school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process. A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides "whole-school operation" services to an LEA.</p> <p>B. Enroll, within the grades it serves, any former student who wishes to attend the school.</p>
8.	<p>If the LEA/campus selects to implement the transformation model, the campus must implement the following federal requirements.</p> <p>1. Develop and increase teacher and school leader effectiveness.</p> <p>(A) Replace the principal who led the school prior to commencement of the transformation model;</p> <p>(B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--</p> <p>1. Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and</p> <p>2. Are designed and developed with teacher and principal involvement;</p> <p>(C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;</p> <p>(D) Provide staff ongoing, high-quality, job-embedded professional development (<u>e.g.</u>, regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and</p> <p>(E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.</p>

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

#	Provision/Assurance
8.	<p>2. Comprehensive instructional reform strategies.</p> <p>(A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and</p> <p>(B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.</p> <p>3. Increasing learning time and creating community-oriented schools.</p> <p>(A) Establish schedules and strategies that provide increased learning time; and</p> <p>(B) Provide ongoing mechanisms for family and community engagement.</p> <p>4. Providing operational flexibility and sustained support.</p> <p>(A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and</p> <p>(B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).</p>
9.	An LEA with nine (9) or more priority schools, may not implement the Transformation Model in more than 50 percent of those schools.
10.	The applicant provides assurance that the LEA will designate an individual or office with primary responsibilities for supporting the LEA/campus' school improvement efforts. This individual/office will have primary responsibility and authority for ensuring the effective implementation of the grant option approved by TEA; serve as the district liaison to TEA and those providing technical assistance and/or contracted service to the LEA/campus as part of the approved grant. The applicant also provides assurance that TEA will be notified immediately of any changes to this contact.
11.	The applicant provides assurance that a team from the grantee LEA/campus will attend and participate in grant orientation meetings, technical assistance meetings, and other periodic meetings of grantees, the Advancing Improvements in Education Conference, and sharing of best practices.
12.	The applicant provides assurances that it will participate in and make use of technical assistance and coaching support provided by TEA and/or its subcontractors.
13.	The applicant will establish or provide evidence of a system of formative assessment aligned to the Texas Essential Knowledge and Skills which provides robust, targeted data to evaluate the effectiveness of the LEA's curriculum and its alignment with instruction occurring on the campus; assesses progress on student groups' academic achievement at the campus level; and guide instructional decisions by teachers for individual students.
14.	The applicant will participate in a formative assessment of the LEA's capacity and commitment to carry out the grant intervention models.
15.	The applicant will provide access for onsite visits to the LEA and campus by TEA and its contractors.
16.	The applicant, if selecting the Restart Model, agrees to contract only with CMO or EMO providers on the State's approved list of CMO and EMO providers.
17.	The applicant, if selecting the Turnaround Model or Transformation Model agrees to the participation of the campus principal or principal candidates in a formative assessment of their turnaround leadership capacity.

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Part 3: Program-Specific Provisions and Assurances

#	Provision/Assurance
18.	<p>The LEA/campus assures TEA that data to meet the following federal requirements will be available and reported as requested.</p> <ul style="list-style-type: none"> A. Number of minutes within the school year. B. Average scale scores on State assessments in reading/language arts and in mathematics, by grade, for the "all students" group, for each achievement quartile, and for each subgroup.(ethnicity, sex, disability status, LEP status, economically disadvantaged status, migrant status) C. Number and percentage of students completing advanced coursework (e.g., AP/IB) early-college high schools, dual enrollment classes, or advanced coursework and dual enrollment classes. (High Schools Only) D. College enrollment rates. (High Schools Only) E. Teacher Attendance Rate F. Student Attendance Rate G. Student Completion Rate H. Student Drop-Out Rate I. Locally developed competencies created to identify teacher strengths/weaknesses J. Types of support offered to teachers K. Types of on-going, job-embedded professional development for teachers L. Types of on-going, job-embedded professional development for administrators M. Strategies to increase parent/community involvement N. Types of strategies which increase student learning time O. Number of teachers and principals at each performance level (proficient/non-proficient) used in the district evaluation systems for assigning teacher and principal performance ratings.

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

SAISD plans to implement a TTIPS-funded school reform strategy at Crockett Elementary that corresponds to existing campus needs and will facilitate academic improvement. Key areas for remediation or support identified in a Campus Needs Assessment included: a) implementation of effective vocabulary strategies across all content areas in English and Spanish; b) greater fidelity to SAISD ESL curriculum by bilingual staff to enable ELL students to achieve greater English language; c) full implementation of SAISD science curriculum using 5E model; and, d) greater collaboration among teachers to progressively improve students' writing skills. After reviewing recommended turnaround models, the Transformation Model was shown to have the greatest potential for addressing these needs and benefiting Crockett's students.

The Crockett campus leadership team has identified multiple strategies for improving student academic performance, using data to drive instruction, increasing leadership time, improving leadership and teacher effectiveness, improving school climate and increasing family and community engagement. Critical examples follow.

A. Since Crockett has a large ELL student population (38.7%), the Crockett Team identified the need for stronger instructional practices of proven benefit to ELL students. Their recommendation is for all teachers to complete a 3-day Beginning Of Year training in SIOP (Sheltered Instructional Observation Protocol). SIOP allows English learners to acquire academic knowledge as they develop English language proficiency, mitigating the common delay in skill development while a new language is acquired. This approach will assist Crockett's ELL students in attaining and remaining on grade level.

B. SAISD will assign a new Principal to Crockett for the 2014-15 school year, creating an optimal opportunity for the additional coaching and professional development available through TTIPS. Previously committed resources also will be leveraged to build the Principal's capacity, including coaching and professional development from the University of Virginia through the DTLI. Key skills to be fostered that address existing campus needs include analysis and problem solving and prioritization and the ability to set an achievable agenda and obtain buy-in from others.

C. Year 1 will be devoted to rich, continuous professional development for teachers, provided by the Principal and external contractors. Year 1 also will feature the appointment and training of Teacher Leaders providing daily, job-embedded professional development and feedback to classroom teachers via walkthroughs, and monthly vertical planning to address areas needing improvement. At the end of Year 1, the campus leadership team will post a Request for Qualifications with regional colleges and universities asking for their interest in partnering with Crockett and SAISD in the development of a LAB SCHOOL. Proposals will be reviewed by Crockett leaders and the SAISD TTIPS Support Team and a partner selected prior to the end of the school year. During Years 2 and 3, the selected university or college will accelerate the value of Year 1's internal and external professional development using CCTV-enabled remote classroom observation and continuous structured feedback to support implementation and use with fidelity of best practices in instruction, data analysis and application, relationship building with students, peers and families, development of a quality afterschool program aligned to TEKS, and improving school climate. This tiered approach will build capacity within Crockett's existing teaching staff and these committed professionals will be responsible for training new teachers hired or transferring to the campus, thereby sustaining the Crockett model over time.

C. Data will be used to identify and address the instructional needs and achievement of all students, especially those who are under-performing. Crockett will implement a grade-to-grade articulated instructional program vertically aligned with state standards. During grade level meetings, collaboration days and vertical planning, teachers will use data to create instructional calendars and pacing. Spiraling activities and resources will be added as needed. Job-embedded professional development will promote data use.

D. To address in-school discipline issues that can become barriers to instruction, all Crockett teachers and staff will continue to use PBIS. Trends will be evaluated every nine weeks and counseling stepped up when indicated. Social work supports will be offered to families of students with poor attendance. Counselor and Parent Liaison will bring the community into the school to support parents in accessing needed resources and strengthen their families, which will contribute to improved student achievement.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

SAISD has committed significant resources to the full implementation of TTIPS and the school reform strategies contained within a Transformation Model. A District-level TTIPS Support Team has been appointed and will be led by SAISD's District Coordinator of School Improvement (DCSI) and will include the Deputy Superintendent, the Assistant Superintendent for School Leadership, the Associate Superintendents for Human Resources and Finance and the Crockett Principal. The Team will be responsible for enacting meaningful school reform throughout the District, including administering and ensuring the success of TTIPS strategies and interventions at Crockett Elementary. The DCSI will serve as a mentor and liaison to the new Crockett Principal and teaching staff, overseeing accountability, conducting performance-based monitoring and developing rapid cycle improvement strategies. The DCSI will have a direct line of communication to the SAISD Superintendent and Deputy Superintendent, which will assist in quickly eliminating any barriers that hinder improvement.

The Support Team also will help the Crockett Principal transition to the Charlotte Danielson Framework for teacher evaluation and the Assistant Superintendent for School Leadership also will begin using Charlotte Danielson to evaluate the Crockett Principal. Application of the Charlotte Danielson Framework will foster effective recruitment, high quality staffing and retention of qualified personnel. Finally, the Associate Superintendent for Human Resources and the DCSI will lead the Support Team in developing a cohesive, equitable reward and incentive system for teachers and principals, to be approved for implementation by the Superintendent.

SAISD has designed a comprehensive evaluation model to analyze and quantify TTIPS impact using a six step process: a) summarize the major components of the initiative; b) describe the characteristics of the Crockett students (including any enrollment, attendance, and performance trends) and instructional personnel (including measures of effectiveness); c) compile a review of the most current research on instructional programs, with the focus on program implementation and proven strategies; d) assess the level of program implementation (intended versus actual) with specific metrics described in Schedule #15, Part 1; e) assess the achievement level of program students based on the amount of growth in performance and their performance on State assessments using the specific metrics described in Schedule #15, Part 1; and, f) prepare a summary of findings with recommendations for program managers as well as Crockett and District administrators. Evaluation results will be reviewed every nine weeks by the TTIPS Support Team, including data related to student achievement indexed against teacher professional development activities. Areas of under-achievement will require a corrective action plan by the Crockett Elementary Principal, the components of which are expected to address refinements to instructional strategies and/or stepped up or more targeted professional development activities. By regularly reviewing impact on a short-cycle, problems will be quickly identified and professional development, new instructional tools or policy modifications can occur with equal speed, ensuring that unanticipated issues do not become barriers to planned outcomes.

SAISD is committed to sustaining the improvements enabled by the requested TTIPS grant, maintaining critical elements in future campus operational budgets via local and Title I funds. For example, the position of Technology Specialist, essential to ensuring highest and best use of technology upgrades purchased with TTIPS funding, will be continued as needed, as will afterschool enrichment activities and tutoring support. These investments, coupled with the durable, long-term improvements to teaching and leading that will accrue from establishment of a Lab School, in partnership with a local college or university, and implementation of the Charlotte Danielson teacher and principal evaluation framework, will preserve all realized improvements to teaching and leading and student improvement.

SAISD has methodically built the capacity to fully benefit from TTIPS funding. The skills and competencies of the Superintendent's Cabinet members have been improved, data analysis and interpretation has been embedded as standard operating practice at the campus and district levels and the Curriculum and Instruction Department has significantly improved resources for teachers to promote student achievement, including readily available, continuous coaching and support for content development and delivery. These assets have enabled SAISD to receive and maximize new federal and state funding through GEAR UP, the High School Graduation Initiative and TTIPS Cycles 1 and 2, all of which have contributed to improvement in student achievement.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Program authority: P.L.107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003(g)

Project period: August 1, 2014 – July 31, 2017. Pre-award costs permitted from grant preliminary award date to July 31, 2014.

Fund code:
276**Budget Summary**

Schedule #	Title	Class/ Object Code	3-Year Program Cost	3-Year Admin Cost	3-Year Total Budgeted Cost	Pre-Award
Schedule #7	Payroll Costs (6100)	6100	\$1,464,296	\$0	\$1,464,296	\$0
Schedule #8	Professional and Contracted Services (6200)	6200	\$1,834,500	\$0	\$1,834,500	\$0
Schedule #9	Supplies and Materials (6300)	6300	\$1,678,776	\$0	\$1,678,776	\$0
Schedule #10	Other Operating Costs (6400)	6400	\$45,600	\$0	\$45,600	\$0
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	\$0	\$0	\$0	\$0
Total direct costs:			\$5,023,172	\$0	\$5,023,172	\$0
2.274% indirect costs (see note):			N/A	\$114,226	\$114,226	\$0
Grand total of budgeted costs (add all entries in each column):			\$5,023,172	\$114,226	*\$5,137,398	\$0

Administrative Cost Calculation

Enter the total grant amount requested:	\$5,137,398
Percentage limit on administrative costs established for the program (5%):	× .05
Multiply and round down to the nearest whole dollar. Enter the result.	
This is the maximum amount allowable for administrative costs, including indirect costs:	\$256,870

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application.

Annual Budget Breakdown

Year 1	Year 2	Year 3	3-Year Total Budget Request
\$1,968,003	\$1,938,322	\$1,231,073	*\$5,137,398

Note: No more than \$2,000,000 per year may be requested. *Total Budget Request above must match.

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Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Employee Position Title

Estimated
of
Positions
100%
Grant
FundedEstimated
of
Positions
<100%
Grant
FundedGrant
Amount
BudgetedPre-
Award**Academic/Instructional**

1 Teacher

2 Educational aide

3 Tutor

Program Management and Administration

4 Project director

5 Project coordinator

6 Teacher facilitator

7 Teacher supervisor

8 Secretary/administrative assistant

9 Data entry clerk

10 Grant accountant/bookkeeper

11 Evaluator/evaluation specialist

Auxiliary

12 Counselor

13 Social worker

14 Community liaison/parent coordinator

Other Employee Positions

21 Technology Support Specialist

1

-

\$143,839

\$0

22

23

24

Subtotal employee costs:

\$143,839

\$0

Substitute, Extra-Duty Pay, Benefits Costs

25 6112 Substitute pay

\$167,400

\$0

26 6119 Professional staff extra-duty pay

\$961,875

\$0

27 6121 Support staff extra-duty pay

\$0

\$0

28 6140 Employee benefits

\$191,182

\$0

29 61XX Tuition remission (IHEs only)

\$0

\$0

30

Subtotal substitute, extra-duty, benefits costs

\$1,320,457

\$0

31

3-Year Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):

\$1,464,296

\$0

For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the "Amendments" and "Grant Management Resources" sections of the Division of Grants Administration [Grant Management Resources](#) page.

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By TEA staff person:

Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 015907

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Expense Item Description		Grant Amount Budgeted	Pre-Award	
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	\$0	\$0	
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose:	\$0	\$0	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$0	\$0	
Professional Services, Contracted Services, or Subgrants Less Than \$10,000				
#	Description of Service and Purpose	Check If Subgrant	Grant Amount Budgeted	Pre-Award
1	SIOP (Sheltered Instructional Observation Protocol) Training / Prepare all students (especially ELL) to become college and career ready	<input type="checkbox"/>	\$4,500	\$0
2		<input type="checkbox"/>		
3		<input type="checkbox"/>	\$	\$
4		<input type="checkbox"/>	\$	\$
5		<input type="checkbox"/>	\$	\$
6		<input type="checkbox"/>	\$	\$
7		<input type="checkbox"/>	\$	\$
8		<input type="checkbox"/>	\$	\$
9		<input type="checkbox"/>	\$	\$
10		<input type="checkbox"/>	\$	\$
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:			\$4,500	\$0
Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000				
Specify topic/purpose/service: Professional development on learning with technology		<input type="checkbox"/> Yes, this is a subgrant		
Describe topic/purpose/service: Prepare teachers to use technology to impact learning and prepare students for the 21 st century				
Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted	Pre-Award	
1	Contractor's payroll costs: # of positions: 2	\$60,000	\$0	
	Contractor's subgrants, subcontracts, subcontracted services	\$0	\$0	
	Contractor's supplies and materials	\$0	\$0	
	Contractor's other operating costs	\$0	\$0	
	Contractor's capital outlay (allowable for subgrants only)	\$0	\$0	
Total budget:		\$60,000	\$0	

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Schedule #8—Professional and Contracted Services (6200) (cont.)

County-District Number or Vendor ID: 015907

Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)

Specify topic/purpose/service: LAB SCHOOL w/ selected university/college (Year 2&3)

☐ Yes, this is a subgrant

Describe topic/purpose/service: Professional development using remote classroom observation and continuous structured feedback to support implementation and use with fidelity of best practices in instruction, data analysis and application, development of quality afterschool program and improving school climate

2	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted	Pre-Award
	Contractor's payroll costs:	# of positions: 3	\$500,000	\$0
	Contractor's subgrants, subcontracts, subcontracted services		\$0	\$0
	Contractor's supplies and materials		\$150,000	\$0
	Contractor's other operating costs		\$250,000	\$0
	Contractor's capital outlay (allowable for subgrants only)		\$0	\$0
	Total budget:		\$900,000	\$0

Specify topic/purpose/service: Case management services (Communities in Schools)

☐ Yes, this is a subgrant

Describe topic/purpose/service: Delivery of needed resources (counseling, health services, food bank, mentors, tutors) so that students can stay in school

3	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted	Pre-Award
	Contractor's payroll costs:	# of positions: 4	\$312,000	\$0
	Contractor's subgrants, subcontracts, subcontracted services		\$0	\$0
	Contractor's supplies and materials		\$23,100	\$0
	Contractor's other operating costs		\$54,900	\$0
	Contractor's capital outlay (allowable for subgrants only)		\$0	\$0
	Total budget:		\$390,000	\$0

Specify topic/purpose/service: Vocabulary Instruction (Year 1 only)

☐ Yes, this is a subgrant

Describe topic/purpose/service: Professional learning for teachers on Marzano six-step process

4	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted	Pre-Award
	Contractor's payroll costs:	# of positions: 1	\$10,000	\$0
	Contractor's subgrants, subcontracts, subcontracted services		\$0	\$0
	Contractor's supplies and materials		\$0	\$0
	Contractor's other operating costs		\$0	\$0
	Contractor's capital outlay (allowable for subgrants only)		\$0	\$0
	Total budget:		\$10,000	\$0

Specify topic/purpose/service: Professional learning in core content

☐ Yes, this is a subgrant

Describe topic/purpose/service: Teacher training, model lessons, academic planning and student intervention

5	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted	Pre-Award
	Contractor's payroll costs:	# of positions: 2	\$120,000	\$0
	Contractor's subgrants, subcontracts, subcontracted services		\$0	\$0
	Contractor's supplies and materials		\$0	\$0
	Contractor's other operating costs		\$0	\$0
	Contractor's capital outlay (allowable for subgrants only)		\$0	\$0
	Total budget:		\$120,000	\$0

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Schedule #8—Professional and Contracted Services (6200) (cont.)

County-District Number or Vendor ID: 015907

Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)

6	Specify topic/purpose/service: Attendance, Behavior and Academic Support (City Year)		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service: City Year Americorp members provide on-site support with attendance, behavior and academics.			
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted	Pre-Award
	Contractor's payroll costs:	# of positions: 8	\$320,000	0
	Contractor's subgrants, subcontracts, subcontracted services		0	0
	Contractor's supplies and materials		0	0
	Contractor's other operating costs		0	0
	Contractor's capital outlay (allowable for subgrants only)		0	0
Total budget:		\$320,000	0	
7	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted	Pre-Award
	Contractor's payroll costs:	# of positions:		
	Contractor's subgrants, subcontracts, subcontracted services			
	Contractor's supplies and materials			
	Contractor's other operating costs			
	Contractor's capital outlay (allowable for subgrants only)			
Total budget:				
8	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted	Pre-Award
	Contractor's payroll costs:	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$	
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$1,800,000	\$0	
a. Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:		\$0	\$0	
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:		\$4,500	\$0	
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$1,800,000	\$0	
d. Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:		\$30,000	\$0	
(Sum of lines a, b, c, and d) 3-Year Grand total		\$1,834,500	\$0	

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #9—Supplies and Materials (6300)							
County-District Number or Vendor ID: 015907				Amendment number (for amendments only):			
Expense Item Description							
Technology Hardware—Not Capitalized							
	#	Type	Purpose	Quantity	Unit Cost	Grant Amount Budgeted	Pre-Award
6399	1	Video Camera	Crockett News Broadcast	1	\$2,500	\$1,161,476	\$0
	2	Monitors	Crockett News Broadcast	4	\$1,500		
	3	Projector	Crockett News Broadcast	1	\$3,000		
	4	CCTV Camera	Remote classroom observation (LAB SCHOOL)	55	\$2,000		
	5	Computer Kiosk	Parent Engagement – access iData portal to view child's academic progress	2	\$4,000		
	6	Desktop	Crockett News Broadcast	2	\$2,303		
		Tablets	Learning and Teaching	800	\$1,154		
	8	Tablet Carts	Tablet storage and recharging	55	\$1,894		
	5						
6399	Technology software—Not capitalized					\$1,000	\$0
6399	Supplies and materials associated with advisory council or committee					\$0	\$0
Subtotal supplies and materials requiring specific approval:						\$1,162,476	\$0
Remaining 6300—Supplies and materials that do not require specific approval:						\$516,300	\$0
3-Year Grand total:						\$1,678,776	\$0

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #10—Other Operating Costs (6400)

County-District Number or Vendor ID: 015907		Amendment number (for amendments only):	
Expense Item Description		Grant Amount Budgeted	Pre-Award
6411	Out-of-state travel for employees (includes registration fees)	\$15,000	\$0
	Specify purpose: Site visits to model LAB SCHOOLS (e.g. Lower School of University of Chicago Laboratory Schools, Thomas Metcalf School @ Illinois State University)		
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations.	\$0	\$0
	Specify purpose:		
6413	Stipends for non-employees (specific approval required only for nonprofit organizations)	\$0	\$0
	Specify purpose:		
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations	\$0	\$0
	Specify purpose:		
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees	\$0	\$0
	Specify purpose:		
6429	Actual losses that could have been covered by permissible insurance	\$0	\$0
6490	Indemnification compensation for loss or damage	\$0	\$0
6490	Advisory council/committee travel or other expenses	\$0	\$0
6499	Membership dues in civic or community organizations (not allowable for university applicants)	\$0	\$0
	Specify name and purpose of organization:		
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations)	\$0	\$0
	Specify purpose:		
Subtotal other operating costs requiring specific approval:		\$15,000	\$0
Remaining 6400—Other operating costs that do not require specific approval:		\$30,600	\$0
3-Year Grand total:		\$45,600	\$0

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See [TEA Guidelines Related to Specific Costs](#) for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment:			957	
Category	Number	Percentage	Category	Percentage
African American	10	1.0%	Attendance rate	96.2%
Hispanic	942	98.4%	Annual dropout rate (Gr 9-12)	DNA
White	3	0.3%	Annual graduation rate (Gr 9-12)	DNA
Asian	1	0.1%	STAAR / EOC met 2013 standard, mathematics (standard accountability indicator)	53%
Economically disadvantaged	947	99.0%	STAAR / EOC met 2013 standard, reading / ELA (standard accountability indicator)	50%
Limited English proficient (LEP)	385	40.2%	Students taking the ACT and/or SAT	DNA
Disciplinary placements	1	0.1%	Average SAT score (number value, not a percentage)	DNA
			Average ACT score (number value, not a percentage)	DNA

Comments

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	4	8.5%	No degree	0	0%
Hispanic	33	70.2%	Bachelor's degree	27	57.4%
White	10	21.3%	Master's degree	20	42.6%
Asian	0	0%	Doctorate	0	0%
1-5 years exp.	7	14.9%	Avg. salary, 1-5 years exp.	\$45,389	N/A
6-10 years exp.	11	23.4%	Avg. salary, 6-10 years exp.	\$46,905	N/A
11-20 years exp.	10	21.3%	Avg. salary, 11-20 years exp.	\$50,043	N/A
Over 20 years exp.	15	31.9%	Avg. salary, over 20 years exp.	\$62,921	N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	64	122	119	110	190	174	178	0	0	0	0	0	0	0	957
Open-enrollment charter school	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:	64	122	119	110	190	174	178	0	0	0	0	0	0	0	957

Part 4: Teachers to Be Served with Grant Funds. Enter the number of teachers, by grade and type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	3	6	6	6	9	9	7	0	0	0	0	0	0	0	46
Open-enrollment charter school	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:	3	6	6	6	9	9	7	0	0	0	0	0	0	0	46

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Schedule #13—Needs Assessment

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized, data sources that were reviewed and participants (including stakeholders) in the needs assessment process. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

SAISD's mission is to be a national model urban school district where every child graduates and is educated so that he or she is prepared to be a contributing member of the community. The first step toward realization of this mission is an annual Comprehensive Needs Assessment (CNA) conducted by every school in the district. The CNA is the centerpiece of SAISD's educational planning process and the driving force for the District Improvement Plan and the TAIS School Improvement Plan, identifying educational strengths and areas of need and revealing future priorities and areas of focus.

The process begins with appointment of a planning team composed of educators, parents, community members and business leaders from the school's attendance zone. With their input and oversight, school staff conduct a data-driven CNA using a standardized process aligned to the Texas Accountability Intervention System and the requirements of the Elementary and Secondary Education Act and No Child Left Behind. The CNA examines multiple data sets and sources to create demographic and student achievement profiles, identify strengths and weaknesses, prioritize needs, and direct programs and funding. The results also provide benchmarks school leaders can use throughout the year to monitor the impact of programs, instruction and resources on student achievement. Problems surfaced in the CNA must be fully addressed in the TAIS School Improvement Plan and are used to justify budget projections. Issues common to multiple campuses are examined and addressed in the District Improvement Plan.

SAISD's standardized CNA process consists of four stages, described below.

Stage I: Planning (New CNA). Before the CNA begins, campus staff discuss what they want their campus to look like in terms of student success and how that vision differs from what currently exists. The purpose and outcomes for the CNA are reviewed and short and long-term timelines are established for the process. Next, committees are established for each CNA focus area (demographics, student achievement, district/school culture and climate, staff quality, recruitment and retention, curriculum, instruction and assessment, family and community involvement, school context and organization, and technology) and community members, parents and/or business partners with relevant expertise are invited to participate. Each committee receives data, information and reports relevant to their charge, as follows.

Demographics-data on enrollment by ethnicity, special education, economically disadvantaged, ELL, homeless, migrant, at-risk and mobility.

Student achievement-data on achievement on state assessments, disaggregated by demographic indicators.

School culture and climate-data on attendance, discipline, drop-out rate, staff morale, instructional/academic indicators, safety.

Staff quality, recruitment and retention-staffing patterns for core content areas, paraprofessionals, teachers/instructional staff, new teachers, secondary math science supplement, principal, assistant principal, counselor, librarian, parent family liaison, and data on staff morale.

Curriculum, instruction and assessment-reports on curriculum, instruction, assessment and technology used by the campus.

Family and community involvement-data on participation in parent outreach, parent training, parent-family liaison, parent meetings, communication, parent involvement.

School context and organization-information on master schedule, decision making committees, school policies and procedures, communication and opportunities for input and feedback.

Technology-online course development and management, web-based instruction, web-based assessment, social media/communication, technology integration into curriculum/instruction, technology resources.

Pre-prepared outlines are used to guide each committee in using these data elements to complete a root cause analysis that identifies areas of need by grade level and/or content area, strengths, strategies for accelerating improvement, resources for implementing strategies, justification for resource allocations. (Note: The selection of data to be used by the committee may be restricted by FERPA requirements.) With support from school staff, the committees examine multiple sources of disaggregated data, determine areas of priority, summarize needs, and develop a vision for reform that will foster success for all students. The completed CNA also is used to guide development of or revisions to the

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Part 1: Process Description (cont). A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized, data sources that were reviewed and participants (including stakeholders) in the needs assessment process. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

School Improvement Plan.

Stage II: Reviewing (Existing CNA). Previously appointed committee members meet to review and analyze existing CNA from prior school year and compare findings to current data. Responses to focus area questions are completed or updated as needed. New or continuing needs are identified as well as strategies to close the achievement gap among student subgroups, ensuring that every student receives a quality education.

Stage III: Completing the Executive Summary. An Executive Summary is written for each focus area and includes: responses to focus area questions; disaggregated data by grade level, classroom and/or subgroup; and patterns, trends, strengths and needs identified from the data. All summaries and priorities are combined into a master Executive Summary for the campus. The master Summary also includes comparisons of baseline assessment data and current data by focus area.

Stage IV: CNA Completed. The complete CNA is compiled and forwarded to SAISD's Federal Programs Department. A CNA must include: a) Committee Members Form with original signatures; b) agendas and sign-in sheets; c) Data Review Checklist; d) questions for each focus area; e) summary forms for each focus area; and f) Executive Summary Form. SAISD's CNA process prioritizes the TAIS Critical Success Factors (CSF), including: improving academic performance, increasing the use of data to drive instruction, increasing leadership effectiveness, increasing learning time, increasing family and community engagement, improving school climate, and improving teacher quality. The following are examples of focus area questions and possible benchmarks used to surface needs, identify responsive interventions and track improvement in the CSF.

Use of Data to Drive Instruction: What evidence supports the implementation of high impact interventions for students who need assistance beyond primary classroom instruction? Which students need this type of instruction? What has been the effect over time? Sample benchmark: 2% increase in reading achievement by ELL students.

Increasing Leadership Effectiveness: Which intervention strategies/activities have improved student achievement on your campus? Which subpopulations are improving and why? Sample benchmark: 10% increase in students meeting state standards in both reading/language arts and math.

Improving School Climate: What are your campus expectations for academics, behavior and civics? How do students perceive these expectations? Sample benchmark: 10% increase in average daily attendance, reflecting increased student and family satisfaction with school.

In preparing for the proposed TTIPS program at Crockett Elementary School, a two-step review process was completed: 1) used Crockett's CNA and SIP to determine CSF status; and, 2) evaluated the four school reform models, comparing impact to Crockett's unmet needs. Emphasis was placed on facilitating academic improvement; key recommendations of the SIP were: a) implementation of effective vocabulary strategies across all content areas in English and Spanish; b) greater fidelity to SAISD ESL curriculum by bilingual staff to enable ELL students to achieve greater English language proficiency; c) full implementation of SAISD science curriculum using 5E model; and, d) greater collaboration among teachers to progressively improve students' writing skills. Effecting this set of factors at Crockett Elementary will require a strong leader to drive school reform, effective teachers offering rigorous instruction, increased student learning time, more consistent use of evidence-based instructional strategies, and more consistent use of data to inform instruction and promote continuous improvement. The Transformation Model was shown to have the greatest potential for addressing these needs and benefiting Crockett's students. Applying the Transformation approach also has the potential for lasting impact on student achievement, ultimately improving graduation rates at Lanier High School.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Strong school leader with the capacity to develop and monitor school reform interventions and make necessary instructional or staffing adjustments to spark improvement in student achievement.	SAISD will assign a new Principal to Crockett for 2014-15, creating an optimal opportunity for the additional coaching and professional development available through TTIPS. Previously committed resources also will be leveraged to build the Principal's capacity, including coaching and professional development from the University of Virginia through the DTLI. Key skills to be fostered that address existing campus needs include analysis and problem solving and prioritization and the ability to set an achievable agenda and obtain buy-in from others.
2.	Effective teachers in every classroom who are able to provide rigorous instruction and use vertical alignment and vertical team planning strategies to improve student achievement; consistent and highest use of technology to accelerate improvement.	Crockett will implement a transparent and equitable evaluation system (Charlotte Danielson), significantly expanding professional development to enable instructional improvement. Year 1 will feature the appointment and training of Teacher Leaders providing daily, job-embedded PD and feedback via walkthroughs, and monthly vertical planning to address improvement. These activities will accelerate in Year 2 when Crockett becomes a LAB SCHOOL. A full time Technology Specialist and campus-wide technology upgrades will enable implementation of stronger instructional content.
3.	Stronger instructional program and more consistent use of proven strategies (e.g., Mentoring Minds, Thinking Maps, Frog Street, iStation, tutoring, vertical alignment and project based learning) to address needed improvement in vocabulary skills, science and writing and student achievement among sub populations, especially ELL students.	Crockett will implement a schoolwide "response to intervention" approach. Teachers will complete BOY SIOP training to support improvements in academic performance by ELL students. Data analysis every four weeks will guide instructional modifications by grade, content area and sub population. During monthly collaboration sessions, grade levels will unpack the TEKS by content areas and sub populations to identify the need for additional resource application, e.g., specialized instruction and/or scaffolding.
4.	More consistent use of data to inform instruction and promote continuous improvement.	Crockett will implement a grade-to-grade articulated instructional program vertically aligned with state standards. During grade level meetings, collaboration days and vertical planning, teachers will use data to create instructional calendars and pacing. Spiraling activities and resources will be added as needed. Job-embedded professional development will promote data use.
5.	Engaging school staff, families and the community in establishing a safe school environment and in addressing non-academic factors that impact student achievement.	Crockett will continue to use PBIS to address in-school discipline. Trends will be evaluated every nine weeks and counseling stepped up when indicated. Social work supports will be offered to families of students with poor attendance. Counselor and Parent Liaison will bring the community into the school to support parents in accessing needed resources and strengthen their families, which will contribute to improved student achievement.

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Schedule #14—Management Plan

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	District Coordinator of School Improvement (DCSI) (required)	SAISD has appointed a DCSI who will lead the SAISD TTIPS Support Team of highly qualified personnel charged with enacting meaningful school reform throughout the District, including administering and ensuring the success of TTIPS strategies and interventions at Crockett Elementary. The DCIS will serve as a mentor and liaison to the Crockett Principal and teaching staff, overseeing accountability, conducting performance-based monitoring and developing rapid cycle improvement strategies. The DCIS will have a direct line of communication to the SAISD Superintendent and Deputy Superintendent, which will assist in quickly eliminating any barriers that hinder improvement. The DCIS has demonstrated expertise in planning, managing and implementing school reform efforts and successful leadership and management experience. Other members of the District-level TTIPS Intervention Team follow. The indicated duties are specific to TTIPS implementation and are in addition to each position's standard responsibilities.
2.	Deputy Superintendent	Will direct and manage the overall implementation of TTIPS within SAISD, including direct supervision of the DCSI. Will ensure revised instructional programs are effective and promote school reform as intended. Will provide continuous leadership in the adoption of the highest standards of instruction at Crockett Elementary. Will oversee compliance of TTIPS implementation with SAISD policies and priorities. Requires demonstrated instructional leadership, strong curriculum, curriculum alignment, curriculum standards and assessment and program management background; Masters degree and Texas Standard Principal or Mid-Management Certification.
3.	Assistant Superintendent School Leadership	Will provide leadership to Crockett Elementary in areas related to instructional and operational needs. Will support development of exceptional campus leaders and the planning and decision making required for Crockett to become a high-performing school. Will provide instructional management and communications support to ensure the successful implementation of TTIPS strategies. Requires a Masters Degree, Mid-Management, Administrator or Principal Certification, and demonstrated leadership skills.
4.	Associate Superintendent Finance	Will supervise the financial administration of the TTIPS grant, including accounting, payroll, purchasing, information technology and information services. Will ensure that all necessary financial support and enabling technology are available to Crockett Elementary to support full, timely implementation of school reform strategies. Requires an MBA and advanced technical knowledge of school finance, budgeting, accounting systems, and economics.
5.	Associate Superintendent Human Resources	Will provide leadership for implementation of human resources activities needed to ensure effective recruitment, high quality staffing and retention of qualified personnel. Will support Crockett Elementary Principal in the transition to the Charlotte Danielson model of teacher evaluation. Will develop SAISD's new principal evaluation system based on the Charlotte Danielson model. Will develop reward and incentive systems for teachers and principals, to be approved for implementation by the Superintendent. Requires a Masters degree and Mid Management Administrator or Administrator Certification.
6.	Crockett Principal	Will implement TTIPS on campus. Will provide continuous professional development to teaching staff to ensure utilization of identified instructional strategies and other best practices. Will apply revised evaluation and reward system (Charlotte Danielson based). Will work with the District-level TTIPS Support Team to realize improvement in academic achievement by students.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Part 2: External Providers. Describe the process used to recruit, select and provide oversight to external providers to ensure their quality. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

SAISD is responsible for recruiting, selecting and providing oversight of external providers of goods or services to any and all campuses. Applicable, standardized procedures follow.

Recruit. SAISD maintains a database of approved vendors. All have successfully delivered quality goods and/or services to SAISD in the past and have met all contracted deliverables. Periodically, the District will advertise for new vendors in the local newspaper and other means. Interested parties are asked to complete a Request for Qualifications. Vendors found to be qualified and offering quality goods and services at a reasonable price are added to the approved vendors list, whether or not they are actively retained.

Select. SAISD will secure an Independent Contractor to perform work not available from a District employee or department. For the TTIPS grant, SAISD believes only Professional Services will be procured, i.e., Professional/Student Development Training. SAISD typically does not use a competitive bid process for Professional Services contracts of less than \$50,000 for a 12-month period; instead, a Request for Qualifications is issued and a qualified, high quality provider is selected from respondents. Standard processes follow. Step One: Insure independent contractor status of potential vendors. District employees may only provide professional services in limited, defined circumstances. Step Two: Determine the scope of service and fee, review offers and evaluate the offers based on fee, quality, timeline, etc. Step Three: Select the service provider with the highest indicators of competence and qualification to perform the services at a fair and reasonable price. Step Four: **All contracts valued in an amount of \$25,000 or more will require approval by the SAISD Board.** The Board may pose questions on the process used to select the service provider, the services to be received relative to the fee, the qualifications and competency of the service provider, and the availability of other service providers in the marketplace. Proper documentation of process and considerations must be maintained. Step Five: Obtain approval and execute a contract. After a service provider has been fully vetted and recommended for contracting, the Board of Trustees and its designee(s) must approve and execute the service contract. Work cannot begin until the contract has been approved and executed.

Regardless of goods or services procured, a contract valued at **\$50,000 or more** in a 12-month period requires a competitive bidding process. The process includes a notice to the general public of the solicitation, a deadline for the submission of offers, the use of discretion to evaluate the offers, and the selection of a service provider(s) offering the best value to the District. **Unless specifically set forth in Board Policy, exemptions from the competitive process must be approved by the Board of Trustees.**

SAISD understands that, because federal funds will be used to pay for contracted services delivered as part of the TTIPS grant, federal procurement standards will supersede District policy.

Oversight. When Independent Contractors are providing services on school campuses, the Principal is responsible for ensuring the service provider performs in accordance with the approved contract. If performance issues arise, the Principal is to immediately contact the Director of Materials Management for guidance. The Principal must warrant the satisfactory completion of services prior to authorizing payment to the vendor.

Currently, SAISD uses a Balanced Scorecard approach to evaluate the work of Independent Contractors. A Likert scale (1-Unsatisfactory to 5-Excellent) rates vendors on their contributions to the school's goals and desired outcomes for the project, program or service the vendor is involved in. Over the next school year, SAISD intends to begin using Amplifund Full Cycle for administering and monitoring Professional Service contracts and other grant-related activities. Amplifund is an integrated software program that streamlines tracking functions by establishing a central hub for documentation and key data. Federal regulations are encompassed within the system to support compliance by internal and external sources. The system has unique customization features to enable non-recurring data capture and support adherence to contract terms. Automated reporting will keep responsible SAISD staff informed of contract performance and compliance issues on a rapid cycle.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

SAISD uses Balanced Scorecard methodology to monitor annual goals for student achievement on state assessments (reading/language arts and math) as well as other leading indicators and outcomes. The District developed the Balance Scorecard to answer key questions regarding the impact of instructional programs and services for students, teachers, leaders and administrators, including:

- How many students participated?
- What type of professional development was provided and to what benefit?
- What activities occurred or student services were provided?
- What was accomplished and for whom?
- Were desired outcomes delivered?
- Were applicable rules and regulations followed?

The components of the Scorecards can be individualized and the content continuously updated to document program operations, changes and results over time. A common format is used, as follows.

I. Knowledge: overarching goals; changes or adjustments during the course of the program or activity; compliance with rules and regulations; critical thinking and creative approaches beyond standard implementation; challenges to implementation; and methods of supporting sustainability.

II. Budget: alignment of activities with expenditures; budget change requests; timelines; budget reports; and, budget monitoring.

III. Documentation and Communication: required reports and deadlines; methods of communicating, teaching or sharing information with administrators, teachers, parents, students, or community members; use of verbal and written communication methods and technology to inform target audiences and support varied learning styles for optimal retention.

IV. Evaluation: project outcomes; tools or methodology for evaluating impact; target objectives or activities; assessment methods to verify results; and, target audience or targeted participants.

V. Collaboration: key stakeholders; resources; and, accomplishments.

Monthly Balanced Scorecard reviews are conducted by responsible parties (i.e., Principals, Department Heads, grant managers, campus leadership teams) to ensure timely adjustments are made and planned outcomes are achieved.

Activities, progress, student achievement and changes to operational procedures are communicated to staff, teachers, campus leaders, students, parents and community members. Communication methods are modified for internal and external audiences, e.g., message boards on the SAISD Intranet for staff vs. postings on the main SAISD website for students, parents and community members. Communication samples are kept on file to document information dissemination efforts regarding program growth, adjustments, etc. Primary vehicles include: newsletters, letters or articles; school morning announcements; media announcements or articles in newspapers; bulletin boards; and meeting notices, agendas and meeting minutes

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Describe how the LEA will provide continued funding and support to sustain the reform after the grant period ends. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Crockett Elementary has received multiple grants and awards in the last 12 months that can be leveraged to further TTIPS goal achievement and school reform. Each opportunity includes funding that will be available to supplement the proposed TTIPS strategies. Brief descriptions follow.

Crockett Elementary, as part of the Lanier High School feeder pattern, is a recipient of a **Texas Literacy Initiative (TLI)** grant. TLI is focused on empowering campuses to work together to establish cohesive literacy practices, use data to identify and target professional development needs, and monitor and adjust instruction to increase student performance. Key goals include: a) Improve school readiness and success in the areas of language and literacy for disadvantaged students. b) Use the model of Literacy Lines to implement the Texas State Literacy Plan (TSLP). A Literacy Line is a vertical collaborative among feeder-pattern campuses and their associated early childhood education providers, e.g., Early Head Start, Head Start, PreKforSA, licensed child care providers. c) Form a fully articulated Literacy Line that includes all levels: age zero to school entry, elementary, middle, and high school. As a TLI campus, Crockett is implementing the LASERS model, which entails **Leadership, Assessment, Standards based instruction, Effective instructional framework, Reporting and accountability, Sustainability**, in an effort to: (1) increase the oral language and pre-literacy skills of participating preschool children; (2) increase the performance of participating students in K-2 on early reading assessments; (3) increase the percentage of participating students who meet or exceed proficiency on the State English Language Arts assessments in grades 3-12; (4) increase the use of data and data analysis to inform all decision-making in participating districts, campuses, classrooms, and early learning settings; and (5) increase the implementation of effective literacy instruction through *Literacy Lines*.

The Institute for Public School Initiatives provides critical technical assistance and professional development to Crockett staff to support maximization of the TLI resources. To implement TLI with fidelity, Crockett staff meet with their peers from throughout the feeder pattern multiple times per year to analyze data, identify strengths and priority needs, and determine next steps.

Crockett Elementary was part of SAISD's application for the **District Turnaround Leadership Initiative (DTLI)**. The Initiative is designed to establish effective district-based turnaround strategies that can subsequently be replicated statewide. If selected to participate in TEA's DTLI cohort, Crockett and SAISD will develop the leadership necessary to swiftly and systematically diagnose, intervene and provide ongoing support to low-performing schools, rapidly and permanently improving performance. TEA, the University of Virginia School Turnaround Program and Texas Comprehensive Center will validate systems, processes and procedures that enable SAISD to reform struggling campuses, like Crockett Elementary.

SAISD elected to apply to DTLI because of an urgent need to improve student achievement and a belief that the approach proposed by UVA and TEA is compatible with the District's philosophy: identify existing talent and channel the strengths, zeal and innovative abilities of this talent to improve educational outcomes. If selected, the Principal and other campus leaders at Crockett Elementary will have the opportunity to develop into the types of creative thinkers needed to fully implement and obtain maximum benefit from the TTIPS grant.

Crockett Elementary was awarded a **Title 1, 1003a** grant to support improvement in the school's standing with the eight Critical Success Factors. The specific strategies to be conceptualized, developed and evaluated with grant funding address critical barriers to school reform implementation, including interventions to: improve achievement by special education students; reduce absenteeism; address high student mobility rates and the effects on classroom instruction; improve school climate; improve parental involvement with the school, and recruit and retain qualified educators.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Part 4: Sustainability and Commitment (cont). Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Describe how the LEA will provide continued funding and support to sustain the reform after the grant period ends. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Crockett also is operating within a state and District-approved **Campus Improvement Plan** that contains multiple strategies designed to enhance instructional processes, improve student achievement and improve school climate. This framework and the value of the encompassed investments will establish a strong foundation for the implementation of the proposed TTIPS grant. Key supportive strategies and activities follow.

I. PK-5th grade teachers utilize District Curriculum Guides, the Houghton/Mifflin Texas Senderos series, and Success for All reading activities/strategies focused on critical thinking skills, inferencing, and the main idea of a passage, along with Rigorous Reading and Writing activities. Students draw inferences and support them with text evidence to increase comprehension skills across all subject areas. Success for All is used with RTI Tier II and Tier III students and special education and dyslexia students.

II. A Reading Committee selects school wide activities to increase vocabulary, reading fluency and comprehension. For example, students summarize different types of text utilizing various strategies discussed with SFA Point Coaches.

III. PK-5th grade students integrate writing into core subject areas, documented in Writing Accountability folders. All students are expected to create simple, compound, complex, and compound-complex sentences using basic language skills.

IV. All grade levels focus on problem solving strategies using the Mathematical Process and spiraling objectives on a repetitive basis through real world context.

V. Students in K-5 who are in Tier II or Tier III of the RTI process receive daily small group intervention services using District-mandated resources. Students in 3rd-5th grade rotate during intervention time to focus on identified math skills.

VI. Students at all grade levels participate in activities that incorporate the scientific method, critical thinking, and problem solving and use a variety of tools and methods to conduct scientific inquiry.

VII. Teachers follow the Curriculum Guide and Social Studies Framework in order to meet state and District standards.

VIII. Bilingual classes in the 3rd, 4th, and 5th grades implemented the ESL program to supplement the curriculum.

IX. Primary/intermediate teams review intervention data a minimum of 3 times per year (BOY, MOY, EOY) to develop plans of action. Data reviewed include: 1) AIMS Universal Math, 2) I-Station (reading), 3) SRI to monitor progress of K-5 students in reading and math.

X. Full-time, Title I-funded Social Worker and Parent & Family Liaison are dedicated to fostering meaningful parental and community involvement in the education of our students.

Ensuring coordination and alignment of all school reform initiatives (including TTIPS) and maintaining continuous buy-in by teachers and campus leaders will be the responsibility of a Cabinet-level TTIPS Support Team, led by the Deputy Superintendent. During monthly meetings, the Team will review data regarding student achievement using a rubric of TTIPS outcomes and improvement strategies. A continuous improvement framework will enable rapid problem identification and remediation, e.g., instances when multiple grants become conflicting rather than aligned. Key questions will frame the Team's work, i.e., the effects of professional development on student achievement, and the members will be authorized by the Superintendent to make rapid cycle changes as needed to ensure all grants meet or exceed expectations and contract requirements.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	. Improvement in student performance on 9 week grades and annual state assessments compared to 2013-14 baselines. . Number/frequency of changes in lesson plans based upon review of student data. . Addition of before/after school learning opportunities.	1.	Improved academic performance (reading, math, science and writing); improved performance by ELL students.
		2.	Use of data to drive instruction.
		3.	Increased learning time.
2.	. Results of annual principal evaluation using Charlotte Danielson-based tools. . Results of annual teacher evaluation using Charlotte Danielson-based tool. . Improvement in student performance on state assessments compared to 2013-14 baselines.	1.	Increased leadership effectiveness.
		2.	Improved teacher quality.
		3.	
3.	. Hours of on-campus family activities compared to 2013-14 baselines. . Number of in-school parent or community volunteers compared to 2013-14 baselines.	1.	Improved family and community engagement.
		2.	
		3.	
4.	. Annual hours of professional development compared to 2013-14 baselines.	1.	Increased professional development.
		2.	Improvements in teacher quality and instructional impact attributable to implementation of Lab School model in Year 2.
		3.	
5.	. Number of disciplinary referrals compared to 2013-14 baselines. . Average daily attendance compared to 2013-14 baselines.	1.	Improved school climate.
		2.	
		3.	

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Schedule #15—Project Evaluation (cont.)

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Describe how the district will modify its practices or policies, if necessary, to enable schools to implement interventions fully and effectively. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

To ensure the TTIPS strategies are delivered with fidelity and high-impact, SAISD has developed a structured approach to evaluation that combines formative and summative measurement per a CIPP model, as follows.

Context: Complete an examination and description of the context of the program to include conducting a needs and goals assessment, determining program objectives, and determining whether the program objectives will be sufficiently responsive to the identified needs. The campus CNA will be an integral part of the context analysis and will help inform planning decisions.

Input: Provide a description of the components of effective implementation as defined by Principals, school leaders and the TTIPS Support Team and a description of the resources necessary for implementation.

Process: Complete an examination of how the program is being implemented, identifying any defects in procedural design, and providing feedback to program managers. Crockett Elementary staff will collect documentation of staff professional development, planning meetings, and other artifacts as appropriate to monitor and inform program implementation. To aid in data collection, SAISD has unprecedented access to an extensive data warehouse that allows longitudinal data analysis at the student, campus, and District levels. Additionally, the campus will update procedures as needed to collect qualitative data and artifacts unavailable in the District data warehouse. Periodic data readings are scheduled into the measurement process. For example, grades are reviewed after each grading cycle allowing for refinements to instructional strategies. This ensures problems with program delivery are quickly identified and corrected, and builds the practice of implementation adjustment into the process.

Product: Determine and examine the general and specific outcomes of the program, measuring anticipated outcomes, attempting to identify unanticipated outcomes, assessing the merit of the program and conducting a retrospective benefit/cost assessment.

With this approach, SAISD will be able to quantify the degree to which Crockett Elementary is meeting TTIPS requirements, the effectiveness of the proposed interventions and strategies on the academic achievement of students and the quality of teaching and leadership resources on the campus, and, the cost of sustaining the approach over time. Evaluation methods to be used to generate this analysis are: a) summarize the major components of the initiative; b) describe the characteristics of the Crockett students (including any enrollment, attendance, and performance trends) and instructional personnel (including measures of effectiveness); c) compile a review of the most current research on instructional programs, with the focus on program implementation and proven strategies; d) assess the level of program implementation (intended versus actual) with specific metrics described in Schedule #15, Part 1; e) assess the achievement level of program students based on the amount of growth in performance and their performance on State assessments using the specific metrics described in Schedule #15, Part 1; and, f) prepare a summary of findings with recommendations for program managers as well as Crockett and District administrators.

Evaluation results will be reviewed every nine weeks by the TTIPS Support Team, including data related to student achievement indexed against teacher professional development activities. Areas of under-achievement will require a corrective action plan by the Crockett Elementary Principal, the components of which are expected to address refinements to instructional strategies and/or stepped up or more targeted professional development activities. By regularly reviewing impact on a short-cycle, problems will be quickly identified and professional development, new instructional tools or policy modifications can occur with equal speed, ensuring that unanticipated issues do not become barriers to planned outcomes. Building practice adjustment into operational processes will ensure that interventions are implemented fully and effectively and to maximum student benefit.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Part 1: Intervention Model to be Implemented – Indicate the model selected by the LEA/Campus for implementation.☒ Transformation☐ Turnaround☐ Closure☐ Restart**For TEA Use Only**

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Part 2: Intervention Model Requirements and Timeline (TRANSFORMATION MODEL)– Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Improve Academic Performance	<i>Strengthen the School's Instructional Program</i>	1. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.	A. Implement a Balanced Literacy Program for every grade level.	08/14	07/17
			B. Contract with consultants/vendors to provide professional development with teachers (i.e. Forde-Ferrier, Region 20, Istation, SIOP, Marzano) and tutor students (i.e. City Year) during the school day. There will be less contract days each year as campus transitions to a LAB SCHOOL.	08/14	07/17
			C. Supplement existing science program with Edusmart Science Program, based on the TEKS for each grade level. Updates only will occur in Year 2 & 3 of the project.	08/14	07/17
			D. Use Literacy Lines to form a fully articulated vertical collaborative for all grades and linked to PreK programs.	08/14	07/17
			E. Expand the benefit of contracted professional learning in Year 1 by partnering with a college or university to create/become a lab school in Years 2 and 3. (Sequence=School will make site visits to model LAB SCHOOLS and issue an RFQ in Year 1, campus team will evaluate and select college or university to partner with in Years 2 and 3, selected post-secondary institution, campus leaders and SAISD TTIPS Support Team will design program and deliverables)	08/15	07/17
		2. Promote the continuous use of student data (such as from formative, interim, and	A. Use STAAR maker assessment program to guide Reading, Math, Writing, and Science instruction for grades 3-5.	08/14	07/17

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		summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.			
			B. Use Istation to monitor students' progress in reading at all grade levels.	08/14	07/17
			C. Form a Committee on Struggling Students to review student data, identify students who are not meeting achievement standards, hyper-focus on these students' needs, and provide intensive interventions necessary for improvement and growth. Committee to meet 2 times per month for 6 months each school year.	08/14	07/17
			D.		
			E.		

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Part 2: Intervention Model Requirements and Timeline (TRANSFORMATION MODEL)– Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Use of Quality Data to Inform Instruction	Use of Data to Inform Instruction	1. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.	A. Plan and implement Marzano's 6 Step Vocabulary Process (K-5 teachers) with a focus on academic vocabulary development and usage across content areas in English and Spanish.	08/14	07/15
			B. Complete BOY (Beginning of Year) SIOP (Sheltered Instructional Observation Protocol) training to support improved academic performance by ELL students.	08/14	08/14
			C. Use weekly walkthroughs to collect evidence of student application, understanding, and increased engagement with academic vocabulary (Frayer model, academic discourse, teacher/student use of interactive word walls and sentence frames, journals) and provide immediate feedback to teachers.	08/14	07/17
			D. Use weekly walkthroughs as opportunities to collect data and evidence of the development of science concepts and reasoning skills, e.g., journal entries, labs, vocabulary, sentence frames, and class notes (5E model and 4 square investigation template), and provide immediate feedback to teachers.	08/14	07/17
			E. Administer SAISD's CBAs at the end of every 9 weeks; disaggregate data by content area, grade level, teacher, student, and TEK to monitor progress towards Phase 1, 2, Final and Advanced standards.	10/14	06/17
			F. Meet monthly as grade level teams to develop writing lessons using District curriculum and	08/14	07/17

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			resources; unpack the TEKS and select instructional activities that require students to apply revising and editing TEKS to literary and informational text, and use the writing process to write compositions.		
		2. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.	A. Use AIMSweb assessments to collect data on individual student growth in math and plan interventions as needed.	08/14	07/17
			B. Use the DRA (Developmental Reading Assessment) to chart individual student growth in reading and plan interventions as needed.	08/14	07/17
			C. Establish a K-5 Bilingual Teachers' PLC to plan and implement effective ESL instruction (SAISD curriculum), which will include interactive lessons and activities to give ELL students the opportunity to improve their English reading, writing, and speaking skills; train all bilingual teachers in the SIOP model; ensure all bilingual teachers attend the Bilingual Symposium to review ESL strategies, schedules, curriculum, and District expectations.	08/14	07/17
			D. Use grade level planning time to select vocabulary activities, graphics, sentence frames, and gather materials necessary for lab experiments to enhance K-5 students' conceptual knowledge of science per grade level TEKS and process standards.	08/14	07/17
			E. Use collaborative teacher planning to enable K-5 teachers to select learning activities that engage students in the writing process (both expository and narrative text and revising, editing and grammar skills).	08/14	07/17

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Part 2: Intervention Model Requirements and Timeline (TRANSFORMATION MODEL)— Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Leadership Effectiveness	<i>Providing strong leadership</i>	1. Replace the principal who led the school prior to the commencement of the transformation model.	<i>Provide name and date of hire for principal or date of anticipated replacement: 07/14</i>	07/14	07/14
		2. Use rigorous, transparent, and equitable evaluation systems for principals that take into account data on <i>student growth</i> as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and are designed and developed with teacher and principal involvement Definition: <i>Student growth</i> means the change in achievement for an individual student between two or more points in time. For grades in which the State administers summative assessments in reading/ language arts and mathematics, student growth data must be based on a student's score on the State's assessment under section 1111(b)(3) of the	A. Transition to and implement Charlotte Danielson Framework (to include student growth as a significant factor) for Principal evaluation.	08/14	07/17
			B. Obtain input from teachers and principals regarding evaluation components and weights.	08/14	10/14
			C. Conduct regular observations of Principal by District leadership staff	08/14	07/17
			D. Apply lessons learned through DTLI (District Turnaround Leadership Initiative) participation (if selected) to principal evaluation processes and recommend proven practices for District-wide adoption.	08/14	07/17
			E		
			F.		
			G.		

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		ESEA. A State may also include other measures that are rigorous and comparable across classrooms.	H.		
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By TEA staff person:

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Part 2: Intervention Model Requirements and Timeline (TRANSFORMATION MODEL)– Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Leadership Effectiveness	Providing strong leadership	3. Identify and reward school leaders who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.	A. Form a sub-committee to develop a reward/incentive system for school leaders	08/14	12/14
			B. Implement a reward/incentive program for school leaders	01/15	07/17
			C.		
			D.		
		4. Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.	A. Review current staff annually (Principal) and work with SAISD Human Resources Dept. to recruit and retain staff with the skills necessary to meet the needs of the students at Crockett	08/14	07/17
			B. Redesign calendar (Principal) to increase learning opportunities for all students through introduction of an OST (Out-of-School-Time) program	08/14	07/17
			C.		
			D.		

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Learning Time	<i>Redesigned School Calendar</i>	1. Establish schedules and strategies that provide increased learning time (using a longer day, week or year)	A. Strengthen and enhance the after school program, adding rigor and structure by hiring certified and/or retired teachers to tutor and provide assistance.	08/14	07/17
			B. Use City Year (Americorp) volunteers in-class to assist teachers and tutor students in small groups, and to mentor and tutor students afterschool.	08/14	07/17
			C. Increase in-home use of Istation by extending SAISD out-of-school use license to encompass all elementary grade levels and creating a lend library of tablets for families without home access to computers and/or Internet.	10/14	07/17
		2. Provide additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.	A. Create academically driven clubs (e.g., Book Clubs, Mathletes, Science Clubs, and Author's Slam sessions) to provide engaging, educational afterschool activities that promote a love of learning and create interests in these fields of study.	09/14	07/17
			B. Make greater use of Istation afterschool, e.g., on-campus activities and access, to rapidly accelerate reading skills.	09/14	07/17
			C.		
		3. Provide Additional time for instruction in other subjects and enrichment activities that contribute to a well rounded education, including, for example, physical education,	A. Partner with outside organizations to create and implement service learning projects, e.g., San Antonio Pet's Alive will help students build community awareness of the need to spay and neuter pets in an effort to reduce the number of stray animals in the area.	09/14	07/17

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		service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations.	B. Partner with local businesses to establish a neighborhood beautification project.	10/14	07/15
			C. Meet quarterly to discuss and plan implementation of the various activities encompassed in First Lady Michelle Obama's living wellness program, Let's Move.	09/14	07/17
		4. Provide additional time for teachers to collaborate, plan, and engage in professional development within and across grades and subjects.	A. Schedule substitutes to enable teachers to plan collaboratively and across grade levels and achieve vertical alignment.	09/14	07/17
			B. Ensure continuous, job-embedded professional learning through LAB SCHOOL, e.g. coaching, model teaching, mentoring.	08/15	07/17
			C.		

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Parent / Community Engagement	Ongoing Family and Community Engagement	1. Provide ongoing mechanisms for family engagement	A. Host Parent Nights in all academic domains, e.g., Math Night and Science Night.	09/14	07/17
			B. Create computer kiosks for families and parents without internet access, so they can access student data and other online information.	10/14	07/17
			C. Partner with a college or university to create a lab school, which will support school reform, professional development, family engagement and accelerate student success.	08/15	07/17
			D.		
			E.		
		2. Provide ongoing mechanisms for community engagement	A. Invite area business leaders to speak to students about the requirements of their vocation.	09/14	07/17
			B. Invite exemplary students from SAISD high schools to speak to students and encourage high school graduation and college aspirations.	09/14	07/17
			C. Conduct field trips to local businesses and cultural organizations, e.g., Guadalupe Cultural Arts Center, to expand students' horizons and life experience.	09/14	07/17
			D.		
			E.		

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Improve School Climate	<i>Improve School Climate</i>	Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization.	A. Equip all classrooms for CCTV cameras for LAB SCHOOL creation and purchase all necessary equipment for a school-wide news broadcast sponsored by the media club.	08/14	07/15
			B. Install SMART boards in every classroom to incorporate technology into the daily curriculum; provide ongoing technical support and professional development to ensure optimal use by employing a full-time Technology Specialist.	08/14	07/15
			C. Obtain tablet devices and instructional computer programs for each classroom for student use and web access.	08/14	07/15
			D. Improve teacher awareness of campus behavioral problems by sharing referral data each month. Efforts will be coordinated with City Year members.	08/14	07/17
			E. Partner with Communities in Schools (CIS) to provide case management support to students and families, diminishing barriers to learning and improving school climate.	08/14	07/17

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	Ensure Effective Teachers	1. Use rigorous, transparent, and equitable evaluation systems for teachers that Take into account data on <i>student growth</i> as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and are designed and developed with teacher and principal involvement Definition: <i>Student growth</i> means the change in achievement for an individual student between two or more points in time. For grades in which the State administers summative assessments in reading/ language arts and mathematics, student growth data must be based on a student's score on the State's assessment under section 1111(b)(3) of the ESEA. A State may also include other measures that are rigorous and comparable across classrooms.	A. Implement Charlotte Danielson evaluation system for teachers.	08/14	07/17
			B. Track student growth in the school's data room to identify teachers requiring assistance from instructional coaches or mentors.	08/14	07/17
			C.		
			D.		
			E.		
			F.		
			G.		
			H.		

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	Ensure Effective Teachers	2. Identify and reward teachers and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.	A. Form a sub-committee to develop an equitable incentive/reward system for teachers who have increased student achievement.	09/14	12/14
			B. Recognize exemplary teacher performance and provide financial incentives at the individual, grade or school level, increasing satisfaction and retention of teachers.	09/14	07/17
			C.		
			D.		
		3. Provide staff ongoing, high quality, job-embedded professional development (e.g., regarding subject specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to	A. Provide continuous, job embedded professional development to ensure implementation with fidelity of Marzano's 6 Step Vocabulary Process.	08/14	07/17
			B. Bring the best professional development to teachers to encourage and facilitate success, e.g., Forde Ferrier for Math, Margaret Kilgo, Gretchen Bernabei for writing.	08/14	07/17
			C. Pay for substitutes as needed to enable teachers to participate in collaboration meetings, Charlotte Danielson training and similar professional development activities.	08/14	07/17
			D. Ensure all teachers are trained in the implementation of the PBIS behavioral management program.	08/14	07/17

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		successfully implement school reform strategies.	E. Partner with a college or university in creating a LAB SCHOOL with rich and timely professional development for teachers.	08/15	07/17
			F.		

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	<i>Ensure Effective Teachers</i>	4. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation / turnaround school.	A. Implement a comprehensive approach to intrinsic rewards, including recognition and the ability to follow a well-defined career pathway, which will allow exemplary teachers to remain in the classroom while receiving additional responsibilities, recognition and compensation.	09/14	07/17
			B. Survey current teachers on their retention plans to better understand their priorities and motivations; conduct exit surveys with departing teachers to understand their motivations for leaving.	08/14	07/17
			C. Provide opportunities through LAB SCHOOL partnership with college/university for high performing teachers to receive their Masters, PhDs, specializations, or become Master Teachers in their content areas.	07/15	07/17
			D.		

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Amendment # (for amendments only):

Part 3: District Capacity: Describe the actions the district has taken, or will take, to determine its capacity to provide adequate resources and related support to the applicant priority school in order to implement, fully and effectively, the required activities of the school intervention model it has selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

SAISD has completed multiple activities and initiatives preparatory to or complementary of implementation of the Transformation Model at Crockett Elementary. Primary to this effort has been SAISD's successful implementation of two cycles of TTIPS grants. The experiences of Cycle 1 campuses, Sam Houston High School and Fox Tech High School, have provided critical lessons in successful implementation and in overcoming barriers to student achievement in innovative, sustainable ways. The results have been impressive. Sam Houston has demonstrated significant improvement in school climate, drops in disciplinary referrals and improvements in both state assessment results and graduation percentages. Fox Tech was awarded Blue Ribbon School status and moved out of the "Academically Unacceptable" category as a direct result of the TTIPS investments and strategies. Many of the improvements realized at both campuses were technology-driven; as a result, SAISD has elected to use the requested TTIPS funding to introduce technology rich instructional programs at the elementary level to jump-start school reform and improvement. This approach is fully consistent with the Transformation Model and is expected to rapidly improve student achievement at Crockett Elementary.

Another enabling activity has been SAISD's completion of an annual Campus Needs Assessment to identify areas requiring improvement and the creation of an aligned Campus Improvement Plan (CIP). Crockett's current CIP, fully described in Schedule 14, addresses: needed instructional improvements and companion PD for teachers and leaders; focused attention on literacy development from PreK through 5th grade; methodically teaching problem solving strategies within a real world context to improve math skills; daily small group interventions for Tier II or III students consistent with a District-wide RTI framework; supplementation of bilingual classes at the 3rd through 5th grade levels with the District's high performing ESL program resources; installation of data analysis tools and team reviews to enable the early identification of problems and the creation of supportive, specialized interventions; and, employment of a Title I-funded Social Worker and a Parent & Family Liaison to remove barriers to attendance and achievement and foster meaningful parental and community involvement in the education of Crockett students. These in-place resources will form a strong foundation for the overlay of the proposed TTIPS strategies and activities.

SAISD also has designed an approach to the proposed TTIPS grant that will enable Crockett Elementary to meet all outcomes, fully realize the benefits of a Transformation Model and sustain this benefit for decades to come. The cornerstone will be conversion of Crockett to a Lab School format. As previously described, in Year 1, the Crockett Principal and a campus team will develop a Request for Qualifications that will give regional colleges and universities the opportunity to propose a Lab School partnership with Crockett and SAISD. The selected post-secondary institution will work with Crockett staff during Years 2 and 3 to implement a PD and technology rich model designed to yield highly effective teachers with the capacity to rapidly identify and address student learning needs. Before the RFQ is issued, the Crockett Principal and key staff will visit other successful Lab School campuses to determine the partnership and operational components most predictive of success.

Lab Schools can be easily implemented within a Transformation Model and are inherently supportive of sustainability. By definition, Lab Schools include continuous, high impact professional development, coaching and inspiration for classroom teachers and campus leaders. As skill levels increase and new, innovative instructional practices become commonplace, founding teachers will share their capacities and methods with new teachers assigned to Crockett. This will build a base of durable, lasting instructional assets that self-replenish year after year at no additional cost to the District. SAISD is committed, however, to maintaining all proven professional development strategies that accrue from the Lab School experience to ensure future fidelity to the approach.

Finally, the previously described TTIPS Support Team, led by the Deputy Superintendent, will ensure SAISD builds any capacity needed throughout TTIPS implementation at Crockett Elementary. The Team has been authorized by the Superintendent to allocate or re-allocate resources as needed to support approaches or activities that are working and demonstrably supporting school reform. The processes encompassed within the Texas Accountability Intervention System Framework (data analysis, needs assessment, improvement plan, implement and monitor) will be used.

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Amendment # (for amendments only):

Part 4: Pre-implementation Timeline (OPTIONAL): Provide a description and timeline of activities that the campus will conduct, or has conducted, during the Spring and /or Summer of 2014 in order to prepare for full implementation of the selected intervention model during the 2014-2015 school year. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Not applicable.

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 015907

Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish partnerships with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community partnerships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information on tape	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 015907

Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community partnerships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish partnerships with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain teachers from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations and newspapers about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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